

1. Summary Information					
School	St. Bernard’s Catholic Primary School				
Academic Year	2020-2021	Total PP budget	£54,110	Date of most recent Pupil Premium Review	Jan 2021
Total number of pupils	213	Number of pupils eligible for pupil premium	43	Date of next review of strategy	Sept 2021

2. Attainment 2018-19 (latest national data available due to COVID			
	Pupils eligible for pupil premium (school) 2018	Pupils not eligible (school) 2018	(National average all pupils 2018
% achieving expected standard in reading at the end of key stage 2	66.7%	87%	73%
Progress score in reading	3.4	2.7	
% achieving expected standard in writing at the end of key stage 2	55%	91%	78%
Progress score in writing	0.3	1.4	
% achieving expected standard in maths at the end of key stage 2	78%	95%	79%
Progress	1.7	1.4	

3. Barriers to future attainment (for pupils eligible for pupil premium)	
	Poor language skills
	Lack of parental involvement in child’s learning
	Punctuality/attendance issues
	Aspirations /expectations
	Behaviour /attitude to learning
	Social and emotional difficulties
	Complex home circumstances

4. Desired Outcomes		Success Criteria
A	Good progress made by all pupils eligible for pupil premium including in the development of language skills	<ul style="list-style-type: none"> All PP children make good or better progress
B	Narrow the gap between pupils eligible for PP and other children	<ul style="list-style-type: none"> % of PP children reaching expected standard is closer to the % of other children reaching standard
C	Meet social and emotional needs of PP children so that they can thrive in the playground and in the classroom.	<ul style="list-style-type: none"> PP children interacting well within social groups PP children less frequently on report PP children becoming more independent over time from nurture staff PP children able to share feelings and emotions with school staff
D	Increased opportunities and aspirations for PP children	<ul style="list-style-type: none"> Increasing take up of opportunities offered Increase in self-esteem/self-belief of identified PP children
E.	Punctuality/attendance issues	<ul style="list-style-type: none"> Decrease in the number of PP children who arrive late for school

5. Planned expenditure 2020-2021 £54,110 from Pupil Premium Budget plus additional allocation from SBS

A & B TOTAL BUDGET £35,250

Desired Outcomes	Actions	Rational	How you will ensure it is implemented well	Staff lead	Evaluation
Good progress made by all PP children	Quality first teaching and accurate assessment highlights areas where more support is needed	Quality first teaching is always the basic requirement for any child.	Pupil progress meetings	MB RT	
Narrow the gap between PP and other children	This is used to plan focused interventions during school time either in a group or 1;1 In school intervention used to identify areas where intensive support is needed. This may lead to 1;1 tuition after school.	Intervention has to meet the needs of individual pupil. Where general intervention /booster is not sufficient, more focused 1;1 may be needed.	Entry and Exit assessments Monitoring plans/assessments and annotations.	CT and TA TA MB	
Learning environments are appropriate for PP children's needs	Provision of additional nurture/academic class to support learning for those children who struggle within the classroom. Employ teacher part time	PP Children who can't access quality first teaching within the classroom – are provided with alternative teaching environments where they are more likely to thrive.		MB RT nurture staff	

C TOTAL BUDGET behaviour/social/emotional development £23,750					
Meet social and emotional needs of PP children so that they can thrive in the playground and in the classroom.	<p>Nurture support sessions where required</p> <p>CANW therapy sessions for targeted pupils</p> <p>Family support through STAF or CAF</p> <p>Involving other agencies</p> <p>Nurture manager to lead.</p>	<p>If BES difficulties, learning and social development will be hampered.</p> <p>Some children have emotional/mental health issues and need support so they can thrive.</p> <p>Some families can be experiencing difficult circumstances- that are affecting child's development.</p>	<p>Nurture room reports</p> <p>Behaviour reports</p> <p>Play therapy reports</p> <p>TAF reviews</p> <p>TAF reviews</p>	<p>AB</p> <p>LB JL</p> <p>MB</p>	
D. Opportunities TOTAL BUDGET £10,600					
Increased opportunities and aspirations for PP children	<p>Provide funded opportunities in a variety of areas:</p> <ul style="list-style-type: none"> • Guitars • Drums • Dance • gymnastics • Fencing • Football • Cultural visits • Residential trips • Meeting people who have achieved. • After school clubs 	<p>If children don't have aspirations – they are less likely to try.</p> <p>We want to provide children with goals, reasons to try, self-belief and resilience.</p>	<p>Monitor the take up of activities</p> <p>Talk to children about their hopes, dreams and goals</p>	<p>RT</p> <p>MB , and all staff</p>	
E. Punctuality/attendance issues TOTAL BUDGET (included in C budget – nurture manager)					
Pupil premium children having good attendance and arriving at school at the right time.	<p>Nurture leader speak to parents about any concerns</p> <p>Nurture leader monitor punctuality for PP children</p> <p>Ladder to escalate procedures if there is no improvement - see policy</p>	<p>Attendance is good for PP children, however punctuality can sometimes be an issue.</p> <p>If a child misses the start of the day – it matters – emotional impact as well as missing learning</p>	Attendance reports	HS	

	Total Budget all areas £ 69,600				
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REVIEW OF EXPENDITURE up to Jan 2021

Desired Outcomes	Actions	Impact
<p>Good progress made by all PP children</p> <p>Narrow the gap between PP and other children</p>	<p>Quality first teaching and accurate assessment highlights areas where more support is needed</p> <p>This is used to plan focused interventions during school time either in a group or 1;1</p> <p>In school intervention used to identify areas where intensive support is needed. This may lead to 1;1 tuition after school.</p>	<p>Despite the negative effects of school closure in 2020 much progress has been made. Gap narrowed between PP and non PP children in the following areas:</p> <p>Y6 Literacy and Maths Y5 Literacy and Maths Y4 Literacy Y 3 Maths Y2 Maths</p>
<p>Meet social and emotional needs of PP children so that they can thrive in the playground and in the classroom.</p>	<p>Nurture support sessions where required</p> <p>CANW therapy sessions for targeted pupils</p> <p>Family support through STAF or CAF</p> <p>Involving other agencies</p> <p>Nurture manager to lead.</p>	<p>PP children increased aspirations& self-image.</p> <p>Self-confidence & resilience increased.</p> <p>Desire to achieve increased – good attitudes to learning.</p> <p>We currently only have 2 CAFS open for PP families as needs have been met in other PP CAFS</p>
<p>Increased opportunities and aspirations for PP children</p>	<p>Provide funded opportunities in a variety of areas including :</p> <ul style="list-style-type: none"> • Guitars • Drums • Dance • gymnastics • Fencing • Football • Cultural visits • Meeting people who have achieved. 	<p>Children had increased opportunities, developed pride and belief/self-esteem.</p> <p>This had a positive impact on behaviour, attainment and relationships</p>

Pupil premium children having good attendance and arriving at school at the right time.	Nurture leader speak to parents about any concerns Nurture leader monitor punctuality for PP children Ladder to escalate procedures if there is no improvement - see policy	The vast majority of PP children had excellent attendance. School Pastoral team worked with families to decrease absences. Just one PP at risk of persistent absentee. CAF in place
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Any additional details
